

# Kindergarten English/literacy – Phonics

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## Things your child will need

**Have these things available so your child can complete this task.**

### Ideal

- Lesson videos: [INMD Lesson 3](#), [INMD Lesson 4](#)
- Books: [INMD Book 3](#), [INMD Book 4](#), [INMD Book 5](#)
- [Independent Activity Sheets](#)
- Week 4 [suggested lesson sequence](#)
- Blank sheets of paper or workbook
- Pencils

### Backup

- Decodable text or early reader which includes opportunities to practise these sounds.
- Make your own sheets by copying onto them onto paper yourself.
- Pencils are best but can use any other writing tools such as textas, pens or crayons.

## Before your child starts

Make sure your child has everything ready that they will need at the start of the lesson. There are 2 video lessons to watch and 3 books to read throughout the week.

Check that the videos are working and that the volume is turned up for the video lessons. It will help if your child is in a quiet environment because it is very important to hear how the phonemes (sounds) are pronounced.

Print and fold the books.

If your child has already learnt these phonemes, this will be a good chance to practise and strengthen this learning.

## What your child needs to do

In these phonics lessons your child will be learning the most regular phonemes (sounds) that are represented by these graphemes (letters) /i/ /n/ /m/ and /d/. They will learn to recognise each grapheme, and they will learn to blend the phonemes together so that they can read and write words. Phonemes are introduced in an order so that words can be made straight away from the phonemes that have been taught.

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## English/literacy – Phonics

### What your child can do next

Your child will need to watch each video for their phonics lesson and then read the book.

Day 1 – watch [INMD Lesson 3](#) and read [Book 3](#).

Day 2 – watch [INMD Lesson 4](#) and read [Book 4](#) and [Book 5](#).

These video lessons can be completed separately, or they can be completed as part of the [suggested weekly sequence](#).

Check that your child is pronouncing the sounds correctly. Look at their mouth, are they forming the phoneme correctly? There will be questions in the video that your child needs to respond to. Encourage your child to respond out loud. You may consider pausing the videos at times if your child needs more time to respond to the questions. It is important your child says and hears the sounds as they see the corresponding letter on the screen.

When reading the books, support your child to look at the letters and say the phonemes that they represent and blend those phonemes together to read the word.

The independent practice activities can be completed following the lesson for further practice.

### Options for your child

#### Activity too hard?

You can slow down the learning by pausing and providing more time to practise.

You can focus on being able to say the sound when the letter is displayed.

#### Activity too easy?

You could focus more on the blending of the words and manipulating the order of the phonemes.

For example, “I have ‘sat’. Take away the /s/. What is the new word?”

“I have ‘at’. At the beginning add /p/. What word have you made?”

### Extension/Additional activity

- Complete the [Independent Activity Sheets](#).
- Look for the letters ‘i’ ‘n’ ‘m’ and ‘d’ around the house and encourage saying the phoneme that those letters can represent.
- Brainstorm words that have the sound in them that we were learning today, such as net, meat, donut, tip.
- Write the letters ‘i’, ‘n’, ‘m’ and ‘d’ on post-it notes in both capitals and lower-case and scatter them throughout the house. Look for those letters around your home and say the phoneme out loud that is represented by those letters for more practise. Make it fun!
- Re-read the books throughout the day. Read them aloud.
- The lessons can be repeated at other times throughout the day for further practice. Repetition supports learning.

# Kindergarten English/literacy – Handwriting



## Things your child will need

Have these things available so your child can complete this task.

### Ideal

- Lesson videos: [handwriting – 'm'](#), [handwriting – 'd'](#)
- Handwriting [worksheets](#)
- Blank paper or workbook
- Pencils
- Week 4 [suggested lesson sequence](#)

### Backup

- Use blank paper ruled with lines, try to copy the same handwriting practice lines as on the worksheets.

## Before your child starts

Make sure your child has everything ready that they will need at the start of the lesson. There are 2 video lessons and 2 handwriting worksheets to complete throughout the week.

Check that the videos are working and that the volume is turned up for the video lessons. It will help if your child is in a quiet environment so that they can hear all of the instructions and learn how to form the letters correctly.

Print the worksheets.

## What your child needs to do

In these lessons your child will be learning to correctly form the letters i, n, m and d, in both the lower case and the capital form. It is important for your child to hold the pencil correctly (the parent's guide to handwriting in the package has an image to refer to). It is also important to follow the instructions for the direction that letter is formed in.

## What your child can do next

Day 1 – watch [handwriting – 'm'](#) and complete the lower case and upper case ['m' worksheet](#).

Day 2 – watch [handwriting – 'd'](#) and complete the lower case and upper case ['d' worksheet](#).

These video lessons can be completed separately, or they can be completed as part of the [suggested weekly sequence](#).

Check that your child is forming the letters correctly. If you notice your child doing something incorrectly you could show them the right way, and do some more practise.

There will be questions in the video that your child needs to respond to. Encourage your child to interact with the lesson by responding out loud. You may consider pausing the videos at times if your child needs more time to respond to the questions.

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## English/literacy – Handwriting

### Options for your child

#### Activity too hard?

You can slow down the learning by pausing and providing more time to practise.

If your child is finding forming the letters difficult ('d' can be tricky for some young learners) try gently placing your hand over theirs and move their hand for them, so that they can feel the movement.

Sometimes writing the letter on the page and asking your child to trace over the letter can assist with learning the formation.

#### Activity too easy?

Encourage students to write words using the letters.

Give students more practise writing the letters from left to right across the page, making sure that all letters are of similar size and consistent slope.

### Extension/Additional activity

- Find the letters from the lesson in printed materials around the house and ask your child to use their finger to trace over the letter, paying attention to the direction for the correct formation.
- Say the phonemes (sounds) that these letters can represent while they are writing them.
- Use a finger to write the letters in a sand box, or in some shaving cream on the tiles in the bathroom, or on a plate of rice.
- Rainbow writing. Write the letters in a light colour (like yellow) on the page and ask your child to trace over the letter many times, each time in a different colour to create 'rainbow writing'.
- Take turns writing the letters on a partner's back with a pointed finger. The partner has to try to guess the letter that the writer wrote.
- Play a guessing game where you describe the letter and your child has to respond. For example, "I am thinking about a tall letter that goes straight down, then across. What is it?"
- Make the letters out of playdough.
- Set a challenge to form the letter shapes with their bodies.

# Kindergarten

## English/literacy – High frequency sight words



### Things your child will need

**Have these things available so your child can complete this task.**

#### Ideal

- Lesson videos: [Lesson – go, of, that](#), [Lesson – was, can](#)
- High Frequency Sight Word [Activity sheets](#)
- Blank paper or workbook
- Pencils, scissors and counters
- Week 4 [suggested lesson sequence](#)

#### Backup

- Use blank paper to reproduce the activity sheets, the videos show examples of how to do that.

### Before your child starts

Make sure your child has everything ready that they will need at the start of the lesson. There are 2 video lessons and 2 activity sheets to complete during the lesson, throughout the week.

Check that the videos are working and that the volume is turned up for the video lessons. It will help if your child is in a quiet environment so that they can hear all of the instructions.

Print the activity sheets.

### What your child needs to do

In these lessons your child will be learning to read and write some high frequency sight words. These are words that are seen often in the books that your child is reading and being able to recognise them and say them automatically helps with smooth, flowing reading. It also helps them to write more efficiently as well.

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### English/literacy – High frequency sight words

#### What your child can do next

Your child will need to watch each video for their high frequency sight word lesson and complete the activity throughout the week.

Day 1 – watch [Lesson – go, of, that](#) and complete [Activity sheet: Sight words detective](#)

Day 2 – watch [Lesson – was, can](#) and complete [Activity sheet: See-Trace-Say-Copy-Say](#)

These video lessons and activity sheets can be completed separately, or they can be completed as part of the [suggested weekly sequence](#).

Check your child recognises the words and says them correctly. There will be questions in the video that your child needs to respond to. Encourage your child to respond out loud. You may consider pausing the videos at times if your child needs more time to respond to the questions or to complete tasks such as writing.

#### Options for your child

##### Activity too hard?

You can slow down the learning by pausing and providing more time to practise.

If your child is finding forming the letters difficult to write the words, write the words on the page in a light colour such as yellow and encourage them to trace the words instead.

##### Activity too easy?

If your child is finding these words easy, extend the activity by asking your child to say these words in interesting sentences.

#### Extension/Additional activity

- It is important that your child continues to work on quick recognition of words previously learnt, as well as the new words. Flash cards and matching games will help with this. It is helpful to vary the activities to maintain high levels of interest and engagement.
- If your child has access to a computer or a portable electronic device, they can practise typing out their sight words in a word processing program or app.
- If your child has a blackboard and chalk they can use these to practise writing their words.
- If you have plastic magnetic letters (such as on your fridge door) or other letters (such as from a board game, or LEGO) your child could use these to make the words.
- Be a word detective and look for the words in books, catalogues and magazines.
- Find the words in magazines and cut them out, and stick on a page to make a collage.
- Make the words using Play Dough. Play dough can be easily made at home – just perform an online search for a recipe.

# Kindergarten English/literacy – Shared reading



## Things your child will need

**Have these things available so your child can complete this task.**

### Ideal

- Lesson video: [Let's Get a Pup! – concept of narrative](#)
- Week 4 [suggested lesson sequence](#)

### Backup

- A copy of the book: 'Let's Get a Pup!' written and illustrated by Bob Graham and published by Walker Books.

## Before your child starts

Make sure your child has everything ready at the start of the lesson. There is 1 video lesson to work through. The video can be watched without being dependent on any previous lessons, however there is a [suggested sequence](#).

Check that the video is working and that the volume is turned up for the video lesson. It will help if your child is in a quiet environment.

## What your child needs to do

Your child is learning to think critically when listening to a story. Your child needs to know that people bring different experiences, thoughts and ideas to a story, and this can change how we understand it. They are learning to look at a story and think about the author and illustrator's message.

It is important your child engages with a range of texts, including imaginative, persuasive and informative. These lessons will help your child to use new vocabulary and the concept of narrative. The structure of a story includes a beginning, complication and an end and students in Early Stage 1 are learning to recognise this. A narrative structure is used in many aspects of our lives, even to retell a true, everyday story of a family experience. Narrative helps us make sense of our lives and world.

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## English/literacy – Shared reading

### What your child can do next

Your child will need to watch and listen to each video carefully, just like they do when the teacher at school is sharing a story with them. During the video, you may like to pause as children are asked to respond to prompts and questions. Encourage your child to do this aloud so you can hear what they are thinking and check for understanding. Discussion encourages understanding of the story and provides an opportunity to ask and answer questions.

Day 1 – watch [Let's Get a Pup! – Concept of narrative](#)

These video lessons can be completed separately, or they can be completed as part of the [suggested weekly sequence](#).

At the end of each video, talk about aspects of the story discussed in the lesson. Ask questions that will extend your child beyond the basic, obvious facts, for example 'I wonder how Rosy felt when the family returned to the Rescue Centre the next day?' A thoughtful question or prompt promotes deeper thinking, opening the way to explore rich vocabulary, ideas and feelings. Examples include:

- Describe the parents.
- Show me where in the story they change their minds and go back to get Rosy.
- Talk about the rescue centre and talk about how Dave and Rosy may have ended up there.

### Options for your child

#### Activity too hard?

Talk about how important the structure of narrative is as it helps us make sense of our lives. Listen to the story together and talk about the problem, the problem in a story is often easier to identify than other elements.

#### Activity too easy?

After the reading, discuss the structure of narrative and ask your child to retell a familiar story, identifying the beginning, end and the problem. Discuss how characters can be interesting and how important they are for narrative.

### Extension/Additional activity

- Your child might like to write a story, play, poem or draw a picture that describes what happens when a new member is added to the family – a bird or a cat!
- Read other books throughout the week with your child and compare the structure of each book to 'Let's Get a Pup!'. Are there similarities and differences between them?



# Kindergarten

## English/literacy – Modelled writing



### Things your child will need

**Have these things available so your child can complete this task.**

#### Ideal

- Lesson video: [“Let’s get a pup!” – Modelled writing 1](#), [“Let’s get a pup!” – Modelled writing 2](#)
- Week 4 [suggested lesson sequence](#)
- paper
- pencils

#### Backup

- A copy of the book: *Let’s Get a Pup!* written and illustrated by Bob Graham and published by Walker Books.

### What your child needs to do

Your child needs to know that spoken words can be recorded as print. Then the words can be read over and over again because the print will not change. Words carry meaning and messages.

This lesson will allow your child to coordinate multiple skills, including handwriting skills, critical thinking, composing, refining, re-reading and editing. It is important your child learns to write independently, and feel confident in their abilities to do this, but they may need assistance and support in the beginning.

As your child is learning the alphabetic code, invented spelling is expected. When incorrect letters are recorded for similar sounds (phonemes), for example, your child may write ‘fat’ for ‘that’ or letters are missed, for example ‘wen’ instead of ‘when’ praise your child for good listening to the phonemes, indicate which letters they recorded correctly and then record the word correctly above their attempt.

### Before your child starts

Make sure your child has everything that they will need at the start of the lesson. There are 2 video lessons. Check that the volume is turned up and that your child is in a quiet environment.

The videos can be watched without being dependent on any previous lessons, however there is a [suggested sequence](#).

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### English/literacy – Modelled writing

#### What your child can do next

Day 1 – watch [“Let’s get a pup!” – Modelled writing – 1](#)

Day 2 – watch [“Let’s get a pup!!” – Modelled writing – 2](#)

These video lessons can be completed separately, or they can be completed as part of the [suggested weekly sequence](#).

After watching the videos, discuss the story, “Let’s get a pup!” and what your child might like to draw and write about. They might choose to write about a character in the story or about a pet of their own. Encourage your child to draw and write by themselves. They may use some of the high frequency sight words and some of the learnt phonemes to stretch out words, and the corresponding letters, or graphemes, to write them down.

#### Extension/Additional activity

- Once your child has determined the sentence they would like to write, ask whether the sentence can be improved with some describing words (adjectives) for each noun (naming word). For example, a child might like to write: the frogs wanted some water. Ask if a word that describes the frogs would improve the sentence (green) and encourage another word to describe the water (cool). Now the sentence could be: The green frogs wanted some cool water. This is much more interesting, as it gives finer detail about the frogs and the water.
- Editing is an important skill, and your child will benefit from practising it as soon as they begin composing texts. This includes constant re-reading, adjusting and monitoring during the process.

#### Options for your child

##### Activity too hard?

Ask your child to draw a picture (perhaps a **character** from the story) and tell your child together you are going to write labels for various parts of it. Help your child formulate the sentence they would like to write about their picture. You could write some of the sentence for them and just get them to write one of the words that they may know, such as a high frequency sight word that they are learning like ‘the’, ‘I’ or ‘a’.

##### Activity too easy?

Encourage your child to write another sentence and add detail to their picture.